

St Xavier's College (Autonomous) Ahmedabad

MA English Syllabus (June 2022 onwards)

Program Specific Outcomes:

A student completing this program will be able to:

PSO1: Students will produce research skills that will contribute to the Academia and Knowledge economy of the nation, and synthesize the critical works from different areas in literary studies.

PSO2: Students will cultivate an attitude of applying critical thinking towards self, society, and world.

PSO3: Students will demonstrate knowledge related to techniques of critically reading literary texts in English and translation while also analysing the same based on their theoretical and practical context.

PSO4: The Program aims to generate the vital skills necessary for a globalised community i.e., Communication Skills across Media, Critical Analysis, Creative Writing, Academic Writing, Synthesizing Information as well as an Ecological Sensitivity for a Sustainable World.

PSO5. The students will develop ICT skills as well as linguistic skills such as Internationally Intelligible Pronunciation, Intonation with Phonetic Transcription, Conversational Skills, PSO6: Writing across Genres and Presenting in Public.

Semester-I

Paper: History of English Literature 1500-1660

Course Code: PEN-1801

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. Students will revise the various definitions, characteristics and history of the Elizabethan, Jacobean and Restoration times in English literature.
	2. Students will classify the major genres of tragedy and literary epic in English and review their evolution from classical times.

How to know	3. Students will analyse representative critical and fictional texts of tragedy and literary epic.
	4. Students will critically read and apply the theoretical conventions of writing tragedy and literary epic to fictional texts.
What will be able to do?	5. Students will critically read selected texts of English tragedy and literary epic within their socio-political, moral and critical context.
	6. Students will integrate their understanding of English tragedy and epic to develop their own view towards the manifestation of social, individual and psychological struggles.

Unit-1: Theory of Shakespearean Tragedy - AC Bradley: Shakespearean Tragedy 'Lectures I and II' and Lectures on King Lear

Unit-2: Shakespeare: *King Lear*

Unit-3: The Classical Epic Tradition - CM Bowra: From Virgil to Milton 'The Classical Epic Tradition'

Unit-4: Milton: *Paradise Lost, Book I*

Unit-5: Acquaintances (detailed)

1. Spenser: *The Faerie Queene* b) Marlowe: *Dr. Faustus*
2. Sidney: *Arcadia*
3. Ben Jonson: *Volpone*
4. Thomas Kyd: *The Spanish Tragedy*.

Semester-I

Paper: Research Methodology

Course Code: PEN-1802

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. Identify the elements involved in academic research, its types, and importance in graduate studies.
	2. Distinguish academic writing from general writing and the conventions of MLA 9 reference style from other styles.
How to know	3. Illustrate the structure of the five-paragraph essay, explaining the importance of Introduction, Body paragraphs, and Conclusion in academic essays.
	4. Develop an outline with a CARS model introduction and a list of primary and secondary sources.
What will be able to do?	5. Revise outlines.
	6. Plan and write academic essays for journals.

Unit 1: Nature and types of research, Types of research articles and Ethics of research

Unit 2: Academic Writing v/s General Writing, Mechanics of Academic Writing and Bibliography

Unit 3: *Introduction to Academic Writing* by Alex Osmond

Unit 4: Entries concerning research documentation:

Creating parenthetical documentation and the relation between parenthetical

reference, Quotations with related bibliographical entry, evaluating print sources, Summarizing, paraphrasing etc. Visual Resources.

Semester-I

Paper: History of English Literature 1660-1798

Course Code: PEN-1803

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To help students gain a deeper insight into the literary aspects of drama.
	2. To acquaint students with the dramatic and theatrical conventions of Restoration comedy.
How to know	1. To introduce students to the uniqueness of the literary and stylistic features of 17th century restoration comedy and restoration tragedy.
	2. To develop an understanding of 18th-century British drama within its cultural and historical context.
What will be able to do?	1. To identify the canonical 17 th century and 18 th century British literary works.

Unit-1: Development of drama: Restoration Comedy and Tragedy, Sentimental Comedy, Revival of Comedy (Sheridan and Goldsmith).

Pramod Nayar: *A History of English Literature* (Chapter 6)

Recommended reading: Allardyce Nicoll: *British Drama* "Chapter IV"

Unit-2: John Dryden: *All for Love*.

Unit -3: Congreve: *The Way of the World*.

Unit-4: Sheridan: *The Rivals*.

Unit-5: Acquaintances (detailed)

1. Pope: *The Rape of the Lock*
2. Defoe: *Robinson Crusoe*
3. Swift: *Gulliver's Travels*
4. Richardson: *Pamela*
5. Goldsmith: "The Deserted Village"

Semester-I

Paper: Women's Writing

Course Code: PEN-1804

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To interpret literary works by women at an advanced postgraduate level.
	2. To acquaint the students with the multifaceted literature by women of the world.
How to know	1. To understand different forms of literature: poetry, fiction, short fiction and critical writings by women.
	To identify, describe, and analyze major themes and issues regarding the role of gender in literature.

What will be able to do?	1. To understand women's literary history, women's studies and feminist criticism.

Unit-1: Susie Tharu and K. Lalitha's *Women Writing in India: 600 B.C. to Present* "Introduction"

Unit-2: Virginia Woolf: *A Room of One's Own*.

Unit-3: Muddupalani: "Rādhikā-sāntvanam"

Unit-4: Barbara Smith: *Toward a Black Feminist Criticism* and Toni Morrison: *The Bluest Eye*.

Unit-5: Acquaintances
(detailed)

1. Shashi Deshpande: *Moving On*
2. Kiran Desai: *The Inheritance of Loss*
3. Kundanika Kapadia: *Seven Steps in the Sky*
4. Ismat Chughtai: "The Quilt"
5. "Ecriture Feminine"

Semester-I

Paper: Literature from the Margins

Course Code: PEN-1805B

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To acquaint students with marginalization, both in terms of identity and location.
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	2. To discuss issues of nationality, gender, sexuality, and race through the perspective of the marginalized.
How to know	3. To sensitize students with marginalization and subjugation of women.
	4. To analyze the “binary relationship” of the subaltern and ruling classes, and thus identify the interplay of dominance and subordination in colonial systems.
What will be able to do?	5. To provide a conceptual and theoretical understanding of issues of exclusion, marginalization and inequalities.

Unit-1: Mamang Dai: *The Black Hill*

Unit-2: Dangle: *Poisoned Bread*

Selected texts: Baburao Bagul’s “Mother” and Kumud Pawde, “The Story of My Sanskrit”

Unit-3: Gayatri Spivak: “Can the Subaltern Speak?”

Unit-4: Ganesh Devy: *Painted Words*

Selected texts: Mahashweta Devi’s “Makar Savar” and “Kunkana Ramayan”

Unit-5: Acquaintances:

Gloria Anzaldua: *Borderlands/La Frontera*

Trinh Minh-ha: *No Master Territories*

Zora Neale Hurston: *Their Eyes Were Watching God*

Jenette Winterson: *Oranges Are Not the Only Fruit*

Ntozake Shange: *For colored girls who have considered suicide.*

Semester-I

Paper: Seminar Paper

Course Code: PEN-1806

No. of Credits: 04

Learning Hours: 60 hrs

Research paper outline

Semester-II

Paper: History of English Literature: 1798-1900

Course Code: PEN-2801

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To demonstrate familiarity with the major themes and characteristics of the Romantic and Victorian age.
	2. To familiarize students with the different writing styles of Romantic and Victorian age.
How to know	3. To develop critical and analytical ability in reading (late) eighteenth and nineteenth century poetry
	4. To critically analyse the history of English novel.
	5. To evaluate major poetical works of Keats, Shelley and Blake.

What will be able to do?	
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Unit-1: P.B. Shelley: Defense of Poesy

Unit-2: Selected poems by Keats, Shelley and Blake

1. Ode on a Grecian Urn
2. Eve of St. Agnes
3. Ode to Psyche
4. Love's Philosophy
5. Adonais
6. To Autumn
7. Tyger, Tyger
8. The Chimney Sweeper
9. London
10. Jerusalem

Unit-3: Walter Allen: *The English Novel*

Unit-4: *The Picture of Dorian Gray*

Unit-5: Acquaintances (detailed)

1. Jane Austen: *Emma*
2. Charles Dickens: *Oliver Twist*
3. Byron: *Don Juan*
4. Charles Lamb: *Essays of Elia*
5. Charlotte Bronte: *Jane Eyre*

Semester-II

Paper: History of English Literature: 1900-present

Course Code: PEN-2802

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To analyze the variety of styles and themes exemplifying poetry written in the 20th century.
	2. To understand the historical and cultural contexts that have influenced the evolution of “modern” poetic form.
How to know	3. To evaluate the decay and decadence of morality and human values in the modern age.
	4. To read and interpret representative writings of the 20th century.
What will be able to do?	5. To familiarise students with crucial events like the two world wars, the holocaust, decolonisation, migration, economic crisis (the Great Depression), and so forth, reflected through literature.

Unit-1: Socio-Political and Intellectual Background - Pelican Guide Volume VII:

‘Introduction’

Unit-2: Virginia Woolf: *To the Lighthouse*

Unit-3: Gwyneth Lewis: Selections

Unit-4: Philip Larkin: *High Windows*.

Unit-5: Acquaintances (detailed)

1. D H Lawrence *The Rainbow*
2. Harold Pinter: *Homecoming*
3. Ted Hughes: *The Hawk in the Rain*
4. Russell: *Education and Social Order*

5. Rainer Rilke: *Sonnets to Orpheus*

Semester-II

Paper: American Literature

Course Code: PEN-2803

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To identify and describe distinct literary characteristics of American literature.
	2. To help students identify and discuss the roles which gender, race, age, class, ethnicity, and geography have played in creating American literature.
How to know	3. To acquaint students with the prominent American literary movements.
	4. To help students demonstrate knowledge of the development of characteristic forms or styles of expression during different American historical periods.
What will be able to do?	5. To introduce students to prominent American literary poetical works and novel.

Unit-1: American Renaissance.

Unit-2: Hawthorne: *The Scarlet Letter*.

Unit-3: Harlem Renaissance, Beat Movement

Unit-4: Langston Hughes: Selected Poems

1. Let America Be America Again

2. I, Too, Sing America

3. Dream Deferred

4. The Negro Mother

5. The Negro Speaks of Rivers

6. Quiet Girl

7. Night Funeral in Harlem

8. The Weary Blues

9. Still Here

10. Life is Fine.

Unit-5: Acquaintances (detailed)

1. Maya Angelou *I Know Why the Caged Bird Sings*

2. Emerson: "Brahma"

3. Alice Walker: *The Color Purple*

4. Lorraine Hansbury: *A Raisin in the Sun*

5. Sylvia Plath: *Ariel*

Semester-II

Paper: Indian Literature in English

Course Code: PEN-2804

No. of Credits: 04

Learning Hours: 60 hrs

	1. To critically analyse the relationship between myth and fiction.
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What to know	
	2. To evaluate culture, identity, history, constructions of nation, and gender politics.
How to know	3. To demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature.
	4. To understand literary concepts and the underlying aesthetics of Indian Writing in English.
What will be able to do?	5. To emphasize the importance of major Indian novelists in English.

Unit-1: Frye: “Myth, Fiction, Displacement”

Unit-2: *Ghashiram Kotwal* by Vijay Tendulkar

Unit-3: Indian Novelists in English M K Naik

Unit-4: Arundhati Roy: *The God of Small Things*

Unit-5: Acquaintances

1. Raja Rao: *Kanthapura*
2. Anita Desai: *Cry, the Peacock*
3. Shashi Deshpande: *That Long Silence*
4. Sowendra Hansda: *The Adivasi will not Dance*
5. Arundhati Roy: *The Ministry of Utmost Happiness*.

Semester-II
Paper: Narrative

Course Code: PEN-2805B

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To define major narrative features and elements of narrative theory.
	2. To create ability to apply the theoretical tools provided by the course to a variety of narrative texts.
How to know	3. To understand various genre conventions as well as major characteristics of realist, modernist, and postmodernist narrative styles.
What will be able to do?	4. To facilitate creative thinking about narratives.

Unit-1 and Unit-2 : Narrative theory

1. Paul Cobley: Narrative (New Critical Idiom)
2. Mieke Bal: *Narratology* (Sections)

Unit-3: Emily Bronte: *Wuthering Heights*.

Unit-4: Alice Walker: *By the Light of My Father's Smile*.

Unit-5: Acquaintances:

Italo Calvino: *If on a Winter's Night...*

Propp: *Morphology of the Folk Tale*

Vladimir Bulgakov: *The Master and Margarita*
Todorov: *Structural Analysis of Narrative*
Marquez: *One Hundred Years of Solitude*

Semester-II

Paper: Seminar

Course Code: PEN-2806

No. of Credits: 04

Learning Hours: 60 hrs

Research Paper

Semester III

Paper: World Drama

Course Code: PEN-3801

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To evaluate different drama genres and understand their intricacies and complexities.
	2. To encourage students to perform scenes from the dramas, enhancing public speaking, collaboration, and interpretation skills.
How to know	3. To understand dramas written across diverse historical and geographic locations, that deal with social and political issues.
	4. To analyze dramas through various perspectives and initiate a discourse.
	5. To identify the elements of drama, such as form, symbol, theme, dialogue, stage directions and character.

What will be able to do?	
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Unit-1: Martin Esslin: “Theatre of the Absurd”

Unit-2: Beckett: *Waiting for Godot*

Unit-3: Bigsby: Modern American Drama (Introduction and section on Miller) and Arthur Miller: *All My Sons*.

Unit-4: Ngugi wa Thiongo’o *I will Marry when I want*

Unit-5: Acquaintances

1. Luigi Pirandello: *Six Characters in Search of an Author*
2. Bertolt Brecht: *Mother Courage*
3. Sudraka: *The Little Clay Cart*
4. Behn: *The Rover*
5. Genet: *The Balcony*

Semester III

Paper: World Classics in Translation

Course Code: PEN-3802

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To analyse literary texts in English translation in terms of their main stylistic and thematic features.
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	2. To help students understand the various nuances of translation.
How to know	3. To introduce students to canonical English translated literary works.
	4. To evaluate the historical, social and cultural backgrounds of the translated texts.
What will be able to do?	5. To provide students a taste of diverse literary practices emanating from different regions of the world.

Unit-1: Thomas Flynn: *Existentialism: A Very Short Introduction*

Unit-2: Camus: *The Plague*.

Unit-3: Rita Kothari: *Translating India*

Unit-4: Kalidasa: *Shakuntala*

Unit-5: Acquaintances

1. Bhasa: *Swapnavasavadattam*
2. Sophocles: *Oedipus Rex*
3. Albert Camus: *The Outsider*
4. Dostoevsky: *Crime and Punishment*
5. Tolstoy: *War and Peace*

Semester III

Paper: Literary Criticism

Course Code: PEN-3803

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. Identify the various characteristics that distinguish literary theory from literary criticism of the western and eastern critical traditions.
	2. Describe the various stages in the development of Literary Criticism and theory by understanding their development of concepts
How to know	3. Read and discuss prominent works and excerpts of Bharata muni, Stanley Fish, Jacqueline Rose, Chandra Talpade Mohanty and Terry Eagleton.
	4. Distinguish selected literary terms and examine their evolution in the history of English literature.
What will be able to do?	5. Apply the principles of literary criticism and theory to selected literary texts and critique them from a specific critical perspective.
	6. Assess the strengths and limitations of critics of differing times and traditions and examine their relevance to contemporary literary studies.

Unit-1: *Natyashastra* Chapters 1 and 6 and Terry Eagleton: Literary Theory “Introduction”

Unit-2: Jacqueline Rose: *Peter Pan, or The Impossibility of Children’s Fiction*

Unit-3: Chandra Talpade Mohanty: “Under Western Eyes: Feminist Scholarship and Colonial Discourses”

Unit-4: William Howarth: “Some Principles in Ecocriticism” in *The Ecocriticism Reader: Landmarks in Literary Ecology*, eds. Cheryll Glotfelty and Harold Bloom, pp. 69-91

Unit-5: Acquaintances (terms)

1. Post-Structuralism

2. Psychoanalysis
3. The Chicago School
4. The Geneva School
5. Post-Modernism

Semester III

Paper: Postcolonial Literature

Course Code: PEN-3804

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To analyze how race, gender, language, diaspora, culture, history, nation and identity are presented and problematised in the literary texts.
	2. To understand the relationship between Great Britain and the colonized nations.
How to know	3. To evaluate key postcolonial authors and texts in their historical and cultural contexts.
	4. To explain key terms associated with postcolonial literature.
What will be able to do?	5. To facilitate a discourse on postcolonial parameters.

Unit-1: Postcoloniality

The Postcolonial Studies Reader: 'Post-Colonial Literatures', Appiah, Fanon

Unit-2: Achebe: *Things Fall Apart*

Unit-3: Césaire: “Discourse on Colonialism”

Unit-4: Conrad: *Heart of Darkness*

Unit-5: Acquaintances

1. Orientalism
2. Hegemony
3. Hybridity
4. Intersectionality
5. Homonationalism

Semester III

Paper: South-Asian Diasporic Writing

Course Code: PEN-3805B

No. of Credits: 04 Learning Hours: 60 hrs

What to know	1. To understanding the relationship between diaspora, location, history and geography with South Asian literature.
	2. To interpret South Asian literary texts in the light of social, historical, political, and cultural contexts.
How to know	3. To validate dislocation, relocation, acculturation and marginalization observed in South Asian literature.
What will be able to do?	4. To analyze the problems that diasporic identities face as reflected in the South Asian works.

Unit-1: Bhabha: *The Location of Culture* (Selections)

Unit-2: Ghosh: “Diaspora in Indian Culture”

Unit-3: Rushdie: *Midnight’s Children*

Unit-4: Adiga: *The White Tiger*

Unit-5: Acquaintances:

1. Rohinton Mistry: *Tales from Firozsha Baag*
2. Hanif Kureishi: “My Son the Fanatic”
3. Lahiri: *The Namesake*
4. Vikram Seth: *Golden Gate*
5. Mohsin Hamid: *The Reluctant Fundamentalist*

Semester III

Seminar Paper

Course Code: PEN-3806

No. of Credits: 04

Learning Hours: 60 hrs

Students can opt for either research paper or creative writing or translation

Semester IV

Paper: Special Author: T. S. Eliot

Course Code: PEN-4801

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. Identify the socio-historical circumstances that made T S Eliot a leading figure of modern age.
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	2. Distinguish the salient features of poetic drama and modernist poetry.
How to know	3. Analyse Eliot's <i>Murder in the Cathedral</i> and compare its form and content with the characteristics of poetic drama.
	4. Appraise Eliot's poem <i>The Waste Land</i> as a representative poem of the modernist ethos and literary distinctness.
What will be able to do?	5. Formulate the factors responsible for the revival of poetic drama in the 20 th century.
	6. Evaluate the literary contribution of T S Eliot in the modern age and justify his legacy as a trend-setter in literary history.

Unit-1: Poetic Drama.

Unit-2: *Murder in the Cathedral*.

Unit-3: "Tradition and the Individual Talent"

Unit-4: "The Waste Land"

Unit-5: Acquaintances

1. Synge: *Riders to the Sea*
2. Pound: "The Cantos"
3. Yeats: "Sailing to Byzantium"
4. Faulkner: *The Sound and the Fury*
5. J. M. Barrie: *Peter Pan*

Semester IV

Paper: Gender and Literature

Course Code: PEN-4802

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To analyze the relationship of gender and literary expression and experience.
	2. To encourage students to critically respond to the texts.
How to know	3. To examine the concepts of gender and sexuality through the texts.
	4. To reflect historical, social, cultural and political influences on gender and sexuality.
What will be able to do?	5. To introduce students to prominent literary works that highlight gender and sex.

Unit-1: Gillman: “The Yellow Wallpaper”

Unit-2: Spivak: “Three Women’s Text and a Critique of Imperialism”

Unit-3: *The Truth about Me: A Hijra Life Story.* by A. Revathi

Unit-4: Butler: “Introduction” to *Gender Trouble*

Unit-5: Acquaintances

1. Jeanette Winterson: *Sexing the Cherry*
2. Virginia Woolf: “The New Dress”
3. Caryl Churchill: *Top Girls*
4. Ruth Vanita and Saleem Kidwai (editors): *Same-Sex Love in India*

5. Toni Morrison: *Sula*

Semester IV

Paper: Contemporary Theory

Course Code: PEN-4803

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. Identify the various characteristics that distinguish literary theory of the American, French and Russian critical traditions.
	2. Describe the various stages in the development of Literary theory by understanding their development of concepts
How to know	3. Read and discuss prominent works and excerpts of Bharata muni, Michel Foucault, Jacques Derrida, Elaine Showalter and Mikhail Bakhtin.
	4. Distinguish selected literary terms and examine their evolution in the history of English literature.
What will be able to do?	5. Apply the principles of literary criticism and theory to selected literary texts and critique them from a specific critical perspective.
	6. Assess the strengths and limitations of critics of differing times and traditions and examine their relevance to contemporary literary studies.

Unit-1: Foucault: “What is an Author?” and Bakhtin: “Discourse in the Novel”

Unit-2: Derrida: “Structure, Sign, and Play in the Discourse of the Human Sciences”

Unit-3: Showalter: “Feminist Criticism in the Wilderness”

Unit-4: Lennard J Davis, “Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the 19th Century” in *The Disability Studies Reader*, ed. Lennard J Davis, pp. 3-16.

Unit-5: Acquaintances

1. New Criticism
2. Marxism
3. Annihilation of Caste
4. Minority Discourses
5. Eco-Feminism

Semester IV

Paper: Literature and Other Art Forms

Course Code: PEN-4804

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To examine the relationship between literature and various other art forms viz. sculpture, painting, cinema, theatre and dance.
	2. To understand the merits of adaptation and the factors that undermine it.
How to know	3. To assess the script of <i>My Beautiful Laundrette</i> and its film rendition.
	4. To technically evaluate the poem “The Blessed Damozel”.
What will be able to do?	5. To acquaint students with numerous arts from different nations, hitherto unknown to them.

Unit-1: Scott James: *The Making of Literature* Chapter 17 “Poetry and Painting”

Unit-2: *Robert Stam and Alessandra Raengo (editors): Literature and Film: A Guide to the Theory and Practice of Adaptation* and *My Beautiful Launderette* (text and movie)

Unit-3: Rossetti: “The Blessed Damosel” (Painting and Poem)

Unit-4: Krushnalal Mohanlal Zaveri: *Milestones in Gujarati Literature* (Garba, Ballad)

Unit-5: Acquaintances:

1. Shakespeare in Indian Cinema
2. What is Common to the Arts?
3. Literature and Painting
4. Literature and Cinema
5. Literature and Theatre

Semester IV

Paper: Partition Literature

Course Code: PEN-4805B

No. of Credits: 04

Learning Hours: 60 hrs

What to know	1. To examine the effects of the partition of British India in 1947 through social, historical, religious and economic perspectives.
	2. To assess the role of partition in the shaping of India and Pakistan.
How to know	3. To estimate the consequences of violence, trauma and displacement due to partition.
	4. To interpret texts and relate it to their socio-political contexts.

What will be able to do?	5. To acquaint students with works of partition literature in various languages.
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Unit-1 & Unit-2 : Historical, Political, Cultural contexts

Urvashi Butalia: *The Other Side of Silence* and Ritu Menon: *Borders and Boundaries*.

Unit-3: Sadaat Husain Manto: “Open It”, “Thanda Ghosht”, “Toba Tek Singh”.

Unit-4: Bapsi Sidhwa: *Ice-Candy Man*.

Unit-5: Acquaintances

1. Amitav Ghosh: *Shadow Lines*
2. Kushwant Singh: *Train to Pakistan*
3. Manohar Malgonkar: *A Bend in the Ganges*
4. Amrita Pritam: “Ode to Waris Shah”
5. Gulzar: *Raavi Paar*

Semester IV

Paper: Seminar

Course Code: PEN-4806

No. of Credits: 04

Learning Hours: 60 hrs

Students can opt for either research paper or creative writing or translation